

ASHE activities as support to improving teaching competences at HEIs

Project „Emphasis on developing and upgrading of competences for academic teaching (Educa-T)”
Kick-off conference

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1. Reaccreditation of HEIs – overview of the 1st cycle and future plans
2. *Standards and guidelines for quality assurance (ESG) in the context of teaching and learning*
3. Highlights from the 1st cycle of reaccreditation process of HEIs in Croatia
4. ERASMUS+ KA2 – Strategic Partnerships in HE: project „*Modernization of Higher Education Institutions (HEIs) through enhancement of Human Resources Management (HRM) function*”
5. How Can HR Help Deliver Teaching Excellence?

1. Reaccreditation of HEIs – overview of the 1st cycle



- compulsory for all public and private HEIs (130)
- five years cycles (2010 – 2015 first cycle)

IN LINE WITH ESGs (version 2005) !



1. Reaccreditation of HEIs – overview of the 1st cycle



Scope of re-accreditation

Quality assurance (ACCOUNTABILITY) : ensuring the minimum academic threshold

AND

Quality improvement (ENCHANCEMENT): ensuring that institutions have processes and mechanisms for self-reflection and improvement



1. Reaccreditation of HEIs – overview of the 1st cycle



Re-accreditation outcomes

130 accreditation recommendations:

- accreditation granted to **76** HEIs
- letter of expectation issued to **51** HEIs
- accreditation denied to **3** HEIs and **20** study programmes

+ RECOMMENDATIONS FOR IMPROVEMENTS !



1. Reaccreditation of HEIs – future plans



Re-accreditation of HEIs

- 2nd cycle
- obligatory for all HEIs
- institutional approach
- more focus on improvements and outputs

IN LINE WITH ESGs (version 2015) !

Evaluations for the enrollment into Register of CroQF

- voluntary – „quality” brand
- program approach
- focus on compliance with qualification and occupational standards





2. ESG – Standards and Guidelines for QA in EHEA

- First version adopted by the Ministers responsible for HE in the EHEA in 2005 following a proposal prepared by ENQA in cooperation with ESU, EURASHE and EUA.
- Revised version adopted by the Ministers responsible for HE in EHEA in 2015.



2. ESG



ESG I. dio

1 Internal
Quality
Assurance

ESG II. dio

2 External
Quality
Assurance

ESG III. dio

3 Quality
Assurance
Agencies

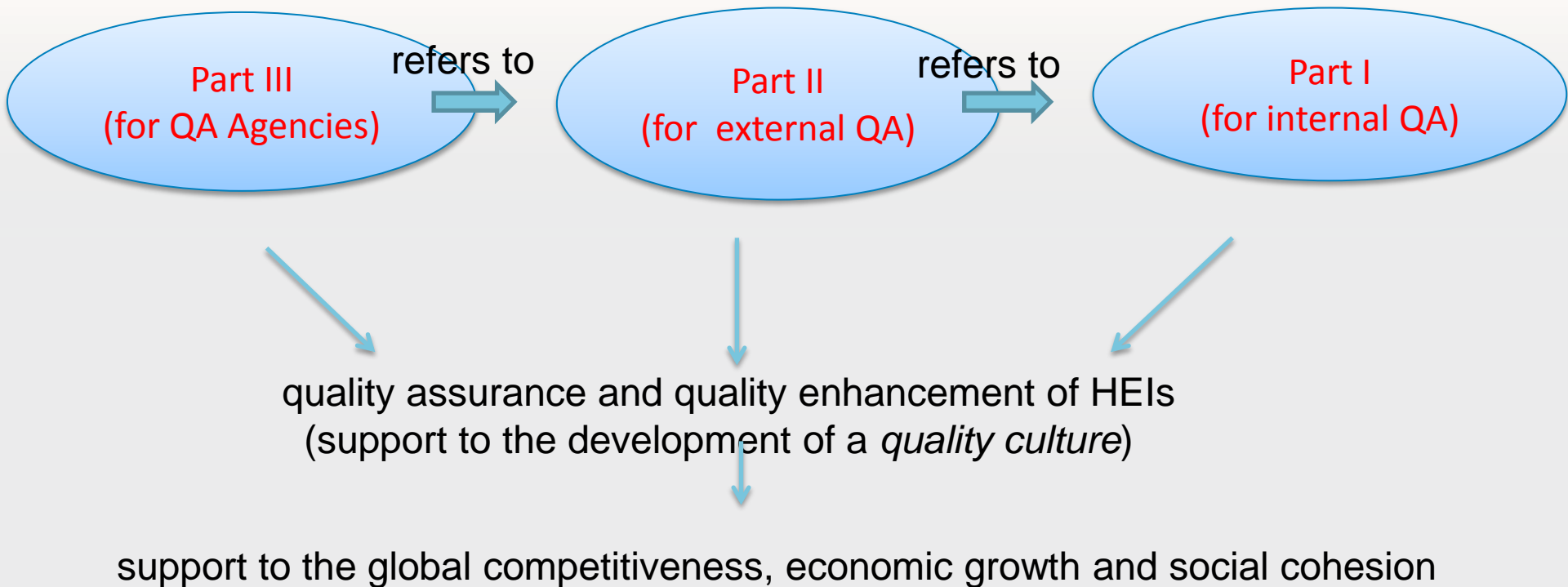
http://www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf



2. ESG



- all three parts are interlinked:



2. ESG – part I



2005 ESG

- 1.1 Policy and procedures for quality assurance
- 1.2. Approval, monitoring and periodic review of programmes and awards
- 1.3 Assessment of students
- 1.4 Quality assurance of teaching staff
- 1.5 Learning resources and student support
- 1.6 Information systems
- 1.7 Public information

New ESG

- 1.1 Policy for quality assurance
- 1.2 Design and approval of programmes
- 1.3 Student-centered learning, teaching and assessment
- 1.4 Student admission, progression, recongnition and certification
- 1.5 Teaching staff
- 1.6 Learning resources and student support
- 1.7 Information management
- 1.8 Public information
- 1.9 On-going monitoring and periodic review of programmes
- 1.10 Cyclical external quality assurance



2. ESG 1.2. Design and approval of programmes



Standard

- HEIs should have processes for the design and approval of their programmes
- Study programmes should meet the objectives, should have **intended learning outcomes**
- Qualification should refer to the correct level of **NQF/EQF**



- Revised ESG first time explicitly mentions LO and QF as a tools for QA
- HEIs are encouraged to reflect on and define /redefine the intended LO of their programmes
- HEIs are encouraged to include students and other stakeholders in designing the programs / defining LO
- HEIs are encouraged to define expected student workload in ECTS and re-examine whether ECTS reflect actual student workload
- HEIs are encouraged to include placement opportunities where appropriate.



2. ESG 1.3. Student-centred learning



Standard

- HEIs should ensure that the programmes are delivered in a way that encourages students to take active role in creating the learning process



- This standard has introduced the greatest change in the revised ESG, aimed at encouraging **student active involvement in the learning and teaching processes**.
- Support to further implementation of the main goal of the Bologna Process – student in the center of learning process
- HEIs are encouraged to implement student centered learning by flexibly using a variety of pedagogical methods, different modes of delivery, respecting and attending to the diversity of students and their needs, adjustment to student needs.
- HEIs are encouraged to collect feedback on the quality of teaching and adjust pedagogical methods and modes of delivery

2. ESG 1.3. Student-centred learning



Standard

- HEIs should ensure that the assessment of students reflects this approach



- Revised ESG focuses on **student assessment**.
- HEIs are encouraged to carry out objective and impartial evaluation of students' achievements: assessors develop their skills in the area of testing methods; the criteria for and method of assessment are published in advance; assessment is carried out by more than one examiner, students are given feedback and advice on the learning process, a formal procedure for student appeals is in place.
- HEIs are encouraged to collect feedback on the quality of student assessment.

2. ESG 1.5. Teaching staff



Standard

- HEIs should assure themselves of the competence of their teachers
- HEIs should apply fair and transparent processes for the recruitment and development of the staff



- HEIs are encouraged to strengthen professional and pedagogical training of teachers and the use of innovative teaching methods
- HEIs are encouraged to implement innovation in teaching methods and use new technologies
- Revised ESG mentions the link between research and education for the first time
- HEIs are encouraged to strengthen the scientific component and the link between science and education
- HEIs are encouraged to collect feedback on the quality of teaching



Key findings in relation to teaching activities:

- Quality of teaching activities – internal evaluation quantitative measures
- Results of student evaluations - the closed-loop approach
- Use peer reviews – develop a clear procedure
- Align intended learning outcomes with specific teaching and assessment strategies
- Provide regular training and development programmes for teaching staff

4. ERASMUS+ KA2 – Strategic Partnerships in HE: project „Modernisation of Higher Education Institutions (HEIs) through enhancement of Human Resources Management (HRM) function”



General information

- *Start Date: 15-09-2016*
- *End Date: 14-09-2018*
- *Duration in months: 24*
- *EC Contribution in Euros: 241,725*
- *Coordinating organization: **Agency for Science and Higher Education***
- *Partners:*

Faculty of Humanities and Social Sciences, University in Rijeka (FHSS)

University College Algebra

Danube University Krems, Austria

University of Tampere, Finland



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2011 EU Modernisation Agenda's key policy issues

- „... enabling better working conditions including transparent and fair **recruitment** procedures, introduction of incentives for HEIs to invest in **continuous professional development** for their staff, and better **recognition** and **reward** of teaching and research excellence is essential to ensure that Europe produces, attracts and retains the high quality academic staff it needs.”

The High level Group on the Modernisation of Higher Education: report to the European Commission on **Improving the quality of teaching and learning in Europe's higher education institutions (June 2013)**

- Recommendation 5: *Academic staff **entrance**, **progression** and **promotion** decisions should take account of an **assessment of teaching performance** alongside other factors.*
- Recommendation 6: *Heads of institutions and **institutional leaders** should **recognise** and **reward** (e.g. through fellowships or awards) higher education teachers who make significant contribution to **improving the quality of teaching and learning**, whether through their practice, or through their research into teaching and learning.*



1. Component – national level

- A. Overview of recent national policy developments in regard to HRM in HEIs within European higher education sector
- B. Construction of organizational diagnostic instrument and its administration across HEIs in participating countries
- C. Guidelines for enhancing HRM in HEIs in Croatia, Austria, Finland



2. COMPONENT – individual HEIs level

A. Developing new HRM processes at partner HEIs

- Strategic planning of Human Resource Management
- Recruitment and selection
- Performance and rewards management
- Employee Development and Training
- Employee / Employer Relations
- HR audit; HRIS
- Diversity management
- Gender and occupational health - management of psychosocial risks
- Life-work balance
- Dual career programme



3. COMPONENT – European level

Development of an online self-assessment tool as an open educational resource (OER) for benchmarking HRM processes at European HEIs



5. How Can HR Help Deliver Teaching Excellence?



OECD 7 Policy levers

1. **Raising awareness** of quality teaching
2. **Developing** excellent teachers
3. **Engaging students**
4. Building **organization for change** and teaching leadership
5. **Aligning institutional policies** to foster quality teaching
6. Highlighting **innovation** as a driver for change
7. **Assessing impacts**

HRM process

- Strategic planning of Human Resource Management
- Recruitment and selection
- Performance and rewards management
- Employee Development and Training
- Employee / Employer Relations
- Life-work balance
- Dual career programme
- ...

- OECD (2012): *Fostering Quality Teaching in Higher Education: Policies and Practices* - An IMHE Guide for Higher Education Institutions





Thank you for your attention!

